

2001



UNESCO Prize  
for Peace Education



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# UNESCO Prize for Peace Education



## PRIZE LAUREATES

Bishop Nelson Onono-Onweng  
(UGANDA)

The Jewish-Arab Center  
for Peace at Givat Haviva  
(ISRAEL)

## HONOURABLE MENTION

Ms Betty A. Reardon  
(UNITED STATES OF AMERICA)

The ideas and opinions expressed by the laureates and the recipient of the honourable mention of the UNESCO Prize for Peace Education 2001 are not necessarily those of UNESCO and do not commit the Organization.

UNESCO Prize for Peace Education  
Division of Foresight, Philosophy and Human Sciences  
Social and Human Sciences Sector  
UNESCO  
1, rue Miollis  
75732 Paris Cedex 15  
France  
Tel: + 33 (0)1 45 68 45 54 / 52  
Fax: + 33 (0)1 45 68 55 52  
E-mail: [c.maresia@unesco.org](mailto:c.maresia@unesco.org)  
[peace&security@unesco.org](mailto:peace&security@unesco.org)

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Contents

Acknowledgement ..... 6

Prize-giving Ceremony ..... 7

Address by Ms ROSELI FISCHMANN ..... 9  
*President of the International Jury  
of the UNESCO Prize for Peace Education 2001*

Remarks by Mr REIZO UTAGAWA ..... 13  
*Executive Director of The Nippon Foundation*

Address by Mr KOÏCHIRO MATSUURA ..... 17  
*Director-General of UNESCO*

Address by Bishop NELSON ONONO-ONWENG ..... 21  
*Laureate of the UNESCO Prize for Peace Education 2001*

Dialogue between Ms Sarah Ozacky-Lazar and Mr Riad Kabha  
Co-Directors of ..... 23  
THE JEWISH-ARAB CENTER FOR PEACE AT GIVAT HAVIVA  
*Laureate of the UNESCO Prize for Peace Education 2001*

Remarks by Ms BETTY A. REARDON ..... 27  
*Honourable mention of the UNESCO Prize for Peace Education 2001*

Appendices

General Rules ..... 33  
Governing the UNESCO Prize for Peace Education

Members of the International Jury ..... 37  
of the UNESCO Prize for Peace Education 2001

Laureates ..... 39  
of the UNESCO Prize for Peace Education (1981–2001)

## Acknowledgement

UNESCO wishes to express  
its profound appreciation and deepest thanks  
to the Japan Shipbuilding Industry Foundation,  
now The Nippon Foundation,  
whose generous donation has made it possible to award the prestigious  
UNESCO Prize for Peace Education  
for the past twenty-one years.

## Prize-giving Ceremony

The UNESCO Prize for Peace Education 2001 was awarded to Bishop Nelson Onono-Onweng (Uganda) and to The Jewish-Arab Center for Peace at Givat Haviva (Israel) by Mr Koïchiro Matsuura, Director-General of UNESCO, on the recommendation of the International Jury of the Prize.

An honourable mention was also presented to Ms Betty A. Reardon (United States of America).

The prize-giving ceremony was held at UNESCO Headquarters on 13 December 2001 in the presence of Mr Reizo Utagawa and Ms Kokoro Fujiwara, respectively Executive Director and Senior Officer Responsible for the International Affairs Section of The Nippon Foundation, Ms Roseli Fischmann, President of the International Jury, Ms Nazli Moawad Ahmed and Mr Pierre Kipré, Members of the International Jury, Former Prize Laureates, Permanent Delegates of Member States and representatives of governmental and non-governmental organizations.

The ceremony, which opened with the projection of the film *Faces of the Dove* on the UNESCO Prize for Peace Education since its creation in 1981, closed with a concert by Sara Alexander in duet with Haroun Teboul.



*Address by*

Ms ROSELI FISCHMANN  
President of the International Jury  
of the UNESCO Prize for Peace Education 2001

**I**t is a great honour and pleasure to address you on this special and memorable occasion, the formal award ceremony of the UNESCO Prize for Peace Education 2001.

This ceremony is being held at a grave moment for humanity. After 11 September, nobody is allowed to speak in the name of peace without heavy consequences. More than ever, a Prize for Peace Education has fundamental importance to support activities designed “to construct the defences of peace in the minds of men”.

The aim of the Prize is in fact “to promote all forms of action designed to ‘construct the defences of peace in the minds of men’ by rewarding a particularly outstanding example of activity designed to alert public opinion and mobilize the conscience of mankind in the cause of peace”, as prescribed in the Constitution of UNESCO.

First of all, on behalf of my colleagues, some of whom are here tonight, I should like to express my gratitude to Mr Koïchiro Matsuura, Director-General of UNESCO, for having accepted the recommendations of the International Jury of the UNESCO Prize for Peace Education 2001, which I have the honour to chair and represent here before this audience committed to the ideals of peace. The Jury met at UNESCO Headquarters on 3 and 4 September 2001 to evaluate the twenty-three candidatures submitted for this year. The Director-General, approving the recommendation made by the Jury, has therefore decided to award the UNESCO Prize for Peace Education 2001 to Bishop Nelson Onono-Onweng, from Uganda, and to The Jewish-Arab Center for Peace at Givat Haviva, Israel. The honourable mention is dedicated to Dr Betty A. Reardon, from the United States of America.

Bishop Onono-Onweng is an example of an educator working alone for peace in spite of all the troubles his community is facing in daily life. His presence here also helps to



remind us of all the problems that the continent of Africa is facing, as demonstrated by the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance held this year in Durban.

The Jewish-Arab Center for Peace at Givat Haviva is a true and remarkable example of people who are ready to work anonymously in favour of peace. The two groups of people share the same will of giving peace a chance for present and future generations, particularly in this International Year of Dialogue among Civilizations.

The honourable mention of the Prize is attributed to an outstanding educator, Dr Betty A. Reardon, an American teacher and peace educator. Former Member of the International Jury of this Prize, she founded the International Institute on Peace Education (IPE).

It is important to convey the gratitude of educators working all over the world to UNESCO and to the Japan Shipbuilding Industry Foundation, now The Nippon Foundation, whose generous donation made possible the creation of this Prize, awarded since 1981.

During these twenty-one years, educators and institutions or associations from different parts of the world have been awarded the Prize, giving decisive support to their activities. In such a moment as we are living, honouring and embracing people who are working in different parts of the world is indispensable to keep vigour, hope and trust. Who knows what sort of struggle people working on peace education have to deal with in their daily life, professionally and personally? Who knows what kind of sacrifices they are making silently, just because they have faith in education and in the desirable chance of peace? Who knows how much they are suffering, close to their peoples and their work, in these heavy times, and, in spite of this, they keep working and believing?

Through the UNESCO Prize for Peace Education, we do stand together: educators all over the world in their daily life, trying to implement UNESCO's recommendations, working even under the worst conditions; the many winners and honourable mentions of the UNESCO Prize for Peace Education over the years, many of them here with us tonight; and past and present members of the International Jury, joining the International Commission for Peace in the Minds of Men, created jointly with the



Prize. Keeping together is the important message that, more than ever, we must hold in our hearts and preserve in our minds. With your permission I would like to quote Charlie Chaplin's song saying: "That's the time [we] must keep on trying."

Allow me finally to stress the excellent, careful and patient work, and dedicated organization and coordination, accomplished by the Secretariat of the Prize under the responsibility of Ms Moufida Goucha, assisted by Ms Claudia Maresia.

In the name of the International Jury and my own, I wish to express our thanks and present our most sincere and deepest congratulations to Bishop Nelson Onono-Onweng, The Jewish-Arab Center for Peace and Dr Betty Reardon.



*Remarks by*

Mr REIZO UTAGAWA  
Executive Director of The Nippon Foundation

I am very honoured to be given an opportunity on this auspicious occasion to say a few words on behalf of The Nippon Foundation. When I was kindly invited to attend this ceremony, I looked into the background of how this UNESCO Prize for Peace Education came into being. The founder of this Prize and also of The Nippon Foundation, Mr Ryoichi Sasakawa, passed away five years ago at the age of 96. His son and the current president of the Foundation, Yohei Sasakawa, remembers that, on his visit to UNESCO twenty-one years ago, his late father was requested by the UNESCO Secretariat for financial assistance to hold a symposium on peace education. Sasakawa's response was "Dialogue is important; however, it is difficult to build peace in a conference room. Rather, concrete 'actions' send a message more powerful than 100 resolutions adopted in a symposium." In view of this, he proposed to set up a prize to recognize individuals and organizations, which have made outstanding achievements and contributions in "Peace Education" every year. And with this, the UNESCO Prize for Peace Education was established in 1981, and every year since, it has been encouraging leaders in Peace Education, whose vital efforts often go unnoticed.

I would like to take this opportunity to extend our heartfelt appreciation to UNESCO for administering this Prize for twenty long years, and for shedding light on to the achievements and activities of those who are working hard to make this world a more peaceful place.

The concept underlying Ryoichi Sasakawa's philosophy is that: "The world is one family, all human beings are brothers and sisters." However, we must understand that this phrase is a portrayal of how we hope the world to be, and not a depiction of our world today.

In reality, our world is comprised of diverse individuals with varying values and ideas. This obviously makes it a great challenge for the world to be "one family". Despite



good intentions and deeds of people, these differences often clash, and to our sorrow and frustration, result in violent conflicts.

So what must we do in order to realize and maintain peace? This is one of humankind's most ancient and eternal challenges. Obviously, I don't have any answers, because if I did, I would be the one receiving the prize! However, I would still like to share with you my views, which I must confess have been influenced by the outstanding achievements of this year's laureates.

In the activities of Prize laureates Bishop Onono-Onweng and The Jewish-Arab Center for Peace, as well as honourable mention, Ms Betty Reardon, the ultimate purpose of their activities, or peace education, seems to be the co-existence of people with different values. So what are the essential factors in realizing co-existence? The first is to recognize, acknowledge and respect the differences between yourself and others. The second is to remember that what is good for you may not necessarily be good for others. On the other hand, it is definitely a good thing to “*not* do to others what you do not want done to you”. It is when people do to others what they do *not* want done to them with systematic violence that we find ourselves in the tragedy of war.

The twentieth century, which has often been referred to as the “century of war” has ended, but the new century dawned with a “new war”, of terrorism and war against terrorism. The vicious practice of “doing to others what you do not want done to you” still clearly exists, and seems to be escalating. I still remember very clearly when in 1994, the Chairman of the Palestinian Liberation Organization Yasser Arafat, the then Prime Minister Yithzak Rabin and Foreign Minister Shimon Peres of Israel were awarded the Nobel Peace Prize for “bringing peace to the region for the first time since the founding of Israel”. Unfortunately, the two groups are once again in a renewed conflict. I have no intention of implicating that this was a setback of the Nobel Peace Prize. I mentioned this to show that building and maintaining peace requires continuous efforts and a tremendous amount of patience.

It is stated in the 1945 UNESCO Constitution that, “since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”. Peace should not be an exceptional circumstance found in between wars.



In closing, I would like to emphasize three points, in which I strongly believe. First, peace, when left unattended can be very fragile. Second, and for this reason, efforts for peace-building must be made ceaselessly. And, third, education is vital in our endeavour to realize lasting peace. There is no way to peace, but rather, peace is the way. Also, peace education is not an objective, but it is a never-ending process, crucial in realizing a peaceful co-existence, so as long as we humans continue to exist on this planet.



*Address by*

Mr KOÏCHIRO MATSUURA  
Director-General of the United Nations Educational,  
Scientific and Cultural Organization (UNESCO)

I am very pleased to welcome you all to UNESCO Headquarters on a most special occasion: the award ceremony of the UNESCO Prize for Peace Education 2001.

This Prize was established in 1981 thanks to a generous donation from The Nippon Foundation (formerly called the Japan Shipbuilding Industry Foundation). It has been awarded annually over the past two decades to reward outstanding initiatives and actions aimed at mobilizing the conscience of humanity in favour of peace, in the spirit of UNESCO's Constitution and the United Nations Charter. Over the years, the Prize has become central to UNESCO's action aimed at mobilizing both individuals and institutions in the promotion of peace-building.

For this reason, I am deeply honoured to welcome today Mr Reizo Utagawa and Ms Kokoro Fujiwara, respectively Executive Director and Senior Officer responsible for the International Affairs Section of The Nippon Foundation. Please accept our deep gratitude for the continuing generosity of the Foundation in funding this Prize as a contribution to peace.

I also wish to extend my warmest greetings to Professor Roseli Fischmann, Professor of Graduate Studies on Education, Art and History of Culture at the São Paulo and Mackenzie Universities, Brazil, who graciously acted as the Chairperson of the International Jury of the Prize. I also warmly greet two Jury Members here today, Professor Nazli Moawad Ahmed, Director of the Center for Political Research and Studies at the Cairo University, Egypt, and to Professor Pierre Kipré, former Minister of Education in Côte d'Ivoire. I hereby thank them for their invaluable work, and through them also the other two Members of the Jury, Mr Ran-Soo Kim from the Republic of Korea and Ms Lucy Smith from Norway, who could not attend today's ceremony.



During the last twenty years, the challenges to peace have both changed and multiplied. In 1981, the major threat was a nuclear conflict between the two then-existing superpowers. At the same time, bipolarity created many conflicts in various regions, in particular in Central America, Asia and southern Africa, and their consequences continue to weigh heavily on the peoples of many countries. With the end of the Cold War, we witnessed the upsurge of many intra-state conflicts, which affected mainly civilian populations and required a major increase in the deployment of United Nations peace-keeping missions throughout the world. As you know, the results of those missions were sometimes disappointing but there certainly were some important achievements, especially in El Salvador and Cambodia. At the same time, major international crises erupted in the Middle East, in the Balkans and in Africa. Meanwhile, many intra-state conflicts continued, some of which have lasted for one, two or more decades.

Today's prize-giving is occurring at a time of growing difficulties and tensions in the Middle East. This cycle of mounting violence has already claimed the lives of many civilians, Palestinians as well as Israelis. As a result, the foundations of mutual trust and understanding are crumbling before our eyes, reducing the efforts of peace-makers to nothing. In these circumstances, the pursuit of peace is an imperative, not merely an option. I call upon all the parties involved to step back from the brink and to control the impulses towards violence, revenge and retribution. More than ever, dialogue is necessary. Our collective hopes for peace point in a clear direction: towards a situation where Israel and Palestine, as two sovereign states, can live alongside each other in dignity and security.

I would like to take this opportunity to repeat my utter condemnation of all acts of terrorism, such as those we have witnessed in Israel as recently as yesterday. Attacks on innocent civilians have no justification; indeed, they bring only the deepest dishonour to those who plan and perpetrate these crimes. Of one thing we can be sure: the path of terrorism is not the path towards peace. The aim of terrorism is to foster divisions and conflicts between peoples, cultures, religions and civilizations worldwide. For the sake of peace, we cannot allow terrorism to succeed. Reason and dialogue must prevail.

The last twenty years have doubtless been sombre but we must also recognize that, often against formidable odds, more and more citizens are strengthening their efforts in favour of peace. Thus, in all regions of the world, many associations, networks, educational initiatives and mobilization campaigns have sprung forth in favour of peace, tolerance and dialogue with the aim of building the defences of peace in the



minds of men. They have often met with greatest success in building those defences when they initiated their efforts at the local level, moving on from there to the national and the international levels. The scope of their activities today and the generosity and solidarity which characterizes all of those participating in them, are the best proof that peace can advance and that dialogue can be established. UNESCO is proud of having given its support to many of those efforts, and to ensure that their example can be communicated to the whole world.

It now gives me great pleasure to introduce to you the two laureates of the UNESCO Prize for Peace Education 2001, Bishop Nelson Onono-Onweng and The Jewish-Arab Center for Peace at Givat Haviva, represented here by its directors, Ms Sarah Ozacky-Lazar and Mr Riad Kabha.

Born in 1945, Bishop Nelson Onono-Onweng was a primary-school teacher for many years. He joined the Ordained Ministry in 1976 and subsequently became school inspector and director of the Lweza Training and Conference Centre before becoming Bishop of the Northern Uganda Diocese in 1988. Throughout his life, he has initiated numerous peace and conflict resolution initiatives: a poverty-alleviation credit scheme; a peace-promoting non-governmental organization called, in Swahili, Jamii Ya Kapatakanisha (JYAK), which means “fellowship of reconciliation”; the Gulu Vocational Community Centre, a technical school for orphans of war; the Acholi Religious Leaders’ Peace Initiatives (ARLPI), an inter-faith forum for peace and dialogue. As a peace trainer, he has travelled all over the world, attending seminars and giving lectures on peace. He received the Uganda Peace Award 2000 in recognition of his efforts to build and work for peace in Uganda.

Established in 1963, The Jewish-Arab Center for Peace at Givat Haviva is Israel’s oldest and largest peace education institution which, despite all the violence, conflict and upheavals of the last thirty-eight years, has consistently promoted peace and coexistence. Its main aims are to foster closer relations between Jews and Arabs in Israel, to educate for mutual understanding and to promote partnership and permanent dialogue between the two communities regardless of race, religion or gender. The centre works in a variety of ways, constantly trying to create true equality among all citizens. Through its education and research projects in schools and informal education bodies, through its conferences and workshops in Israel and abroad, through its peace library and information centre, and through its publications



(e.g. *Crossing Border*, a bi-monthly Israeli-Jordanian-Palestinian youth magazine in English, supported by Denmark), the centre is providing a very important contribution to the cause of peace on a daily basis.

In recognition of their outstanding efforts in the field of peace education and the promotion of peace and non-violence, and in appreciation of their work in favour of conflict resolution through dialogue, I now have the great pleasure of presenting the UNESCO Prize for Peace Education 2001 to Bishop Nelson Onono-Onweng and to The Jewish-Arab Centre for Peace at Givat Haviva – represented here by its two Directors, Ms Sarah Ozacky-Lazar and Mr Riad Kabha. The Prize is represented by the statuette, *The Olive Tree*, a symbol of peace, executed by the Catalan sculptor Fenosa, together with a cheque of US\$15,000 each. Please allow me to congratulate you and to encourage you in your noble endeavours.

I am also happy to award an honourable mention to Ms Betty A. Reardon (United States of America), teacher and peace educator, in appreciation of her pioneering theoretical and practical contributions to initiatives that have influenced the development and promotion of peace and peace education. Among these initiatives is the foundation of the International Institute on Peace Education (IIPE), of which she has been the director since 1982 and which enables educators from across the world to meet, interact and improve their knowledge, skills and values. Another initiative is the Global Campaign for Peace Education (GCPE), a campaign of The Hague Appeal for Peace, which, under her supervision, has produced *Learning to Abolish War*, a widely used teaching resource. She has mentored, inspired and encouraged countless individuals, groups, and associations through her teaching, workshops, lectures and publications. She is, in fact, the author of innumerable books, articles and lectures on peace education, human rights, global problems and women's issues, which are used by educators throughout the world. Ms Reardon's widely recognized exceptional contribution to the cause of peace and peace education is even more remarkable and admirable as it has always been provided on a voluntary basis.

I congratulate you and wish you every success in your present and future initiatives.

I now give the floor to the laureates of the Prize, Bishop Nelson Onono-Onweng and the Directors of The Jewish-Arab Center for Peace at Givat Haviva, and after them, to Ms Betty Reardon, recipient of an honourable mention of the Prize.



*Address by*

Bishop NELSON ONONO-ONWENG  
The Diocese of Northern Uganda

Laureate of the UNESCO Prize for Peace Education 2001

I am extremely delighted to address you on this historic occasion. First, I bring greetings from Uganda and especially from the people of Northern Uganda, my colleagues the religious leaders and Jamii Ya Kapatakanisha (JYAK) members, with whom we have struggled to see that peace and reconciliation are promoted and practised in Uganda.

This award, which I have received together with The Jewish-Arab Center for Peace at Givat Haviva in Israel, was most unexpected. I was humbled and encouraged to have been awarded it. For this I am grateful to my God and to UNESCO. I believe it to be a vote of confidence in the approach we have chosen to use, which is founded on the principle that both those involved and affected by conflict must be included in the peace-building process.

We must walk together on the road to peace, which is long and rough, but my Christ-centred worldview, which is at the core of my work, helps to sustain me. The challenge we have as advocates of peace is to speak out for the humanitarian needs of war victims, and the need to broker for peace and not war. We must challenge those in authority, the opinion leaders, and others of influence, not only to denounce violence and terrorism and the flow of small arms to Africa, but also to take concrete action against it, even if just to support those within civil society who are actively committed to work for peace in our nations and around the world.

Therefore, the call I make is for everybody to commit themselves and work together using preventive diplomacy, peaceful political means and introducing civic education about peace for the public and within schools. This will lead to a meaningful transformation of conflict. The starting point for everybody is to do to others as you would have them do to you (Luke, 6:31) and overcome evil with good (Romans, 12:21).



UNESCO Prize for Peace Education 2001

Finally, I thank you very much for the recognition and honour you have given me, the people of Uganda and people of Africa at large. I am determined to continue striving for peace, to remain deserving of what this award stands for, for God and my country. Thank you again and may God bless all of you.



*Dialogue between*

Ms Sarah Ozacky-Lazar and Mr Riad Kabha

Co-Directors of

THE JEWISH-ARAB CENTER FOR PEACE AT GIVAT HAVIVA, Israel

Laureate of the UNESCO Prize for Peace Education 2001

The Jewish-Arab Center for Peace was established in 1963 at Givat Haviva, The Kibbutz Artzi Educational Center. The aims were to foster closer relations between Jews and Arabs in Israel, to educate for mutual understanding, and to promote partnership between the two communities. Since then, the centre has worked throughout the country and abroad among students, teachers, community leaders, academics and the general public in effort to promote its goals.

In 1999 it renewed its mission statement, which reads as follows: “The Center works in a variety of ways, and in an effort to create true equality amongst all the citizens of the State. This is accomplished through constant critical examination of the existing reality, and by striving for renewal and change.”

“The Center functions within the spirit of humanism and in the belief that all human beings are equal in both dignity and worth. It strives to lead the way to the realization of democracy and civil equality between the Jewish and Palestinian citizens of Israel; to create social and cultural pluralism in the country; and to achieve reconciliation and peace amongst the nations in the region.”

“The Center initiates innovative models for the advancement of its educational and social aims, and operates by way of encounters, dialogue, partnership, study and research.”

We are honoured to receive the UNESCO Prize for Peace education after all these years of continuous struggle. It is especially significant at this time – a time of violence and tension in the Middle East, a time when so many people have lost hope. We consider this Prize a message from the international community to us, not to give up,



not to stop nor to hesitate, but rather to carry on the torch and to increase the efforts. We chose to present ourselves to you in the form of a short dialogue, since this is the main tool of our work: creating a dialogue between people.

Sarah: *Shalom*, my name is Sarah. I am a Jewish-Israeli born in Israel to parents who survived the Holocaust in Europe, and came to their ancient homeland to build a new private and national home.

Riad: *Marhaba, al-salam aleikum*, my name is Riad. I am a Muslim-Arab-Palestinian-Israeli, born to my parents who stayed in their homeland, in the divided village of Barta'a after the catastrophe of our people in 1948.

Sarah: I learned the Arabic language and the history of the Middle East in order to know and understand my neighbours.

Riad: And I studied Hebrew and the history of the Jews, in order to be able to have a dialogue with them and learn to live together in the state of Israel where I became a citizen. I have always believed in dialogue and co-existence between peoples.

Sarah: I believe in the human spirit, free choice and freedom of thought, and oppose any kind of oppression and occupation.

Riad: I believe in God and in the holiness of life, and oppose any kind of terrorism and the killing of innocent civilians.

Sarah: Together we stand with our colleagues and friends, with the silent majority of our peoples, who share the same values with us and are committed to making a change.

Riad: Martin Luther King once said that only when it is very dark one can see the starlight.

Sarah: I believe that we are the stars in the current darkness of our region and at this sad moment in the history of our peoples, we shall send them the light, we shall work to create a culture of peace in the Middle East, we shall overcome one day.



Riad: I know that peace will win, I am sure that we shall overcome the obstacles and difficulties of the present time.

Sarah: We thank UNESCO and the people in the audience for having faith in us. We promise you to do our best to change the current reality.

Riad: It is our honour and pride to stand here today. With your support we shall continue to work for the future of our children, for the children of the Middle East. *Salam-shalom-peace.*



*Remarks by*

Ms Betty A. REARDON

Teachers College, Columbia University, USA

Honourable mention of the UNESCO Prize for Peace Education 2001

I am honoured and privileged to share this occasion with colleagues who work in contexts and countries far distant from my own, yet closely linked in the shared hope that humankind will learn to achieve human security through human solidarity in a culture of peace. We all strive to cultivate the learning described in the mission statement of The Hague Appeal for Peace Global Campaign for Peace Education\* that:

*A culture of peace will be achieved when citizens of the world understand global problems; have the skills to resolve conflict constructively; know and live by international standards of human rights, gender and racial equality; appreciate cultural diversity; and respect the integrity of the Earth. Such learning can not be achieved without intentional, sustained and systematic education for peace.*

For me, this honourable mention and the Global Campaign, striving to introduce systematic peace education into all learning settings throughout the world, comprise the culmination of over forty years in the field. Those years were spent working with colleagues and students toward the goals shared with today's laureates and those distinguished educators who previously received this recognition of the significance of education to conceptualizing and attaining a culture of peace. We peace educators, so honoured by UNESCO, accept the recognition on behalf of all those with whom we have worked in the communal, mutual learning environments of the global peace education movement. We have learned from each other, supported each other and, in our exchanges, we have reinforced the reflective and dialogic nature of peace education.

In my exchanges with fellow peace educators the world over, I have been privileged to see the variety and creativity of peace education in the many different forms it takes,

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\* Those wishing for further information about the Global Campaign for Peace Education may contact The Hague Appeal for Peace, 777 United Nations Plaza, New York, NY 10017, USA.



with varying cultural perspectives, multiple problem concerns and a wide range of teaching approaches. All this variety converges in our common goals of learning to achieve human security by enhancing human dignity and reducing violence in all the forms it takes in the worldwide cultures of war.

It also comes together in the Global Campaign for Peace Education, launched in 1999 by an international group of peace educators at The Hague Appeal for Peace Civil Society Conference in the Netherlands. The Campaign draws upon the foundations of contemporary peace education by working to implement UNESCO's Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, and strives to build the future of peace education by seeking to devise modes of education suited to the goals of the Programme of Action for a Culture of Peace and its complementary corollary from civil society – The Hague Agenda for Peace and Justice in the Twenty-first Century. It seeks to encourage an education to produce creative, committed global citizens, able to act to bring about the changes envisioned in these two complementary documents, guiding learning and action toward a culture of peace, providing sound substance for the curriculum of peace education, in concepts and proposals for transcending the culture of war and violence. The Campaign is building a worldwide capacity to facilitate such education, to assist ministries of education in fulfilling the urgent need to introduce it into all schools, and to advance UNESCO's efforts in education for a culture of peace, which current world conditions render even more urgent.

Under such world conditions two characteristics of a culture of peace are worthy of special attention in peace education, be it practised in our communities by civil society organizations and movements, or in our schools. Like most attributes of peace and human rights, the two are related to each other and integrally interrelated to a comprehensive vision of a culture of peace. These two fundamental components of peace, democracy and gender equality are essential to the inclusiveness of human diversity and respect for difference without which there is neither peace nor human security, nor can we achieve an authentic culture of peace.

Democracy, defined as the politics of tolerance, diversity and non-violence, provides the social and political context in which citizens educated for peace can work together to debate, to contend, to differ constructively about means and approaches to achieving a just peace. Legitimate democracy provides for non-violent dissent from



unjust laws, non-peaceful policies and oppressive customs which violate human rights.

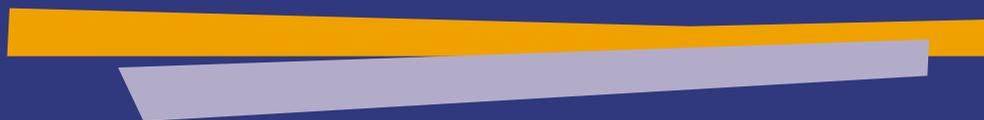
A gender perspective on peace and other public issues brings the integral relationships among exclusion, injustice and violence to full light. Gender inequality and injustice, the advantage of men over women in the realms of power and wealth provides a paradigm for education about all human inequality and deprivation. A gender perspective also illuminates the multiple forms of violence that spring from the institution of war, the most gendered of all human institutions.

Among the casualties of war are: human solidarity, gender equality, respect for human rights, democratic processes, responsible dissent. As the American Senator, Hiram Johnson said during World War I, "Truth is often the first casualty of war." This is the message of so many women peace activists, still marginalized in the discourse on war and peace, in spite of the United Nations Security Council Resolution 1325, asserting the need for the full and equal participation of women in all peace and security policy-making. These same activists, too, are those calling for peace education in their own and other countries. These are the citizens who have made possible the work being honoured here.

Peace educators and activists recognize that gender inequality and the silencing and dismissal of dissent from war and violence serve to hold us in thrall to the forces of violence and injustice. Developing an understanding of these forces, nurturing a commitment to universal human dignity, solidarity and non-violence, while providing the skills through which they can be realized, are the traditional tasks of peace education, now to be intentionally and systematically directed toward cultivating the learning required for a culture of peace. Educating to implement the values of democracy, human solidarity and gender equality and the proposals of the Programme of Action for a Culture of Peace offers a new challenge to peace education.

The recognition bestowed in this ceremony inspires me and those joining in the Global Campaign for Peace Education to increase and strengthen our efforts to meet this challenge and to support the work of UNESCO to assure that all the peoples of the world are educated for peace. My thanks to UNESCO and the Peace Education Prize Jury, my heartfelt congratulations to the 2001 laureates, and my thanks to all of you who have come to share this occasion to recognize the essential contribution of education to peace in our world.

# APPENDICES





## General Rules Governing the UNESCO Prize for Peace Education\*

### Article 1 - Aim

The aim of the UNESCO Prize for Peace Education is to promote all forms of action designed to “construct the defences of peace in the minds of men” by rewarding a particularly outstanding example of activity designed to alert public opinion and mobilize the conscience of mankind in the cause of peace, in accordance with the spirit of the Constitution of the United Nations Educational, Scientific and Cultural Organization and the United Nations Charter.

### Article 2 - Prize

- (a) The Prize, which shall not be divided save in exceptional circumstances, shall be awarded to an individual, a group of individuals or an organization.
- (b) The Prize shall be awarded annually.
- (c) The Prize shall be worth approximately US\$60,000, the exact amount to be decided each year on the basis of the interest accruing from the fund.
- (d) A Prize not awarded in any given year may be awarded the following year to a second laureate.
- (e) The Prize shall be awarded for an indeterminate duration. Should UNESCO decide to cease awarding the Prize, the balance of the fund shall be returned to the Foundation.

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\* Adopted by the Executive Board of UNESCO at its 110th session (September–October 1980).



### Article 3 - Fund

The sum of US\$1 million donated by the Japan Shipbuilding Industry Foundation has been placed in a UNESCO special account and only the annual interest shall be used to finance the Prize and the activities of the Jury responsible for awarding it.

### Article 4 - Designation of laureates

The laureates shall be designated by the Director-General of UNESCO on the basis of proposals submitted by an international jury.

### Article 5 - Jury

The Jury shall consist of nine personalities from different regions of the world chosen from the participants or guests at the Peace Forum held in 1979, or other meetings or events devoted to peace organized by UNESCO, or from representatives of the major information networks and specialists in peace education.

The members of the Jury, who shall be appointed by the Director-General for a period of three years, shall serve as the International Commission for Peace in the Minds of Men; the Commission may undertake any other form of activity in the way of study, research and the promotion of public awareness within the field of peace education as defined in Article 1 of the present rules.

### Article 6 - Criteria for the awarding of the Prize

- (a) The laureate shall not be subject to any kind of discrimination on the grounds of nationality, religion, race, sex or age. He shall have distinguished himself through outstanding and internationally recognized action extending over several years in the fields of:
- the mobilization of consciences in the cause of peace;
  - the implementation, at international or regional level, of programmes of activity designed to strengthen peace education by enlisting the support of public opinion;



- the launching of important activities contributing to the strengthening of peace;
- educational action to promote human rights and international understanding;
- the promotion of public awareness of the problems of peace through the media and other effective channels;
- any other activity recognized as essential to the construction of the defences of peace in the minds of men.

(b) The laureate shall be chosen for activities carried out in accordance with the spirit of UNESCO and the United Nations Charter.

#### Article 7 - Nomination of candidates

(a) Member States of UNESCO, intergovernmental organizations, non-governmental organizations granted consultative status with UNESCO and persons whom the Director-General deems qualified in the field of peace may nominate an individual, a group of individuals, or an organization considered to merit the distinction of this Prize by virtue of their activities.

(b) The closing date for the submission of nominations shall be fixed by the Director-General each year.

#### Article 8 - Selection of the laureate and date for the awarding of the Prize

The Jury shall meet during the three months following the closing date for the submission of nominations to make its recommendations to the Director-General concerning the selection of the laureate for that year. The date for the awarding of the Prize shall be fixed by the Director-General in consultation with the laureate during the year in question.

#### Article 9 - Official ceremony

A prize-giving ceremony shall be organized. The address delivered by the laureate on that occasion shall be published by UNESCO.



Members of the International Jury  
of the UNESCO Prize for Peace Education 2001

*President of the International Jury:*

**Professor ROSELI FISCHMANN** (Brazil)

Professor of Graduate Studies on Education

University of São Paulo

Professor of Graduate Studies on Education, Art and History of Culture

Mackenzie Presbyterian University

São Paulo

**Professor RAN-SOO KIM** (Republic of Korea)

Professor Emeritus of Education

Yon-Sei University

President of the Asia and Pacific Federation of UNESCO Clubs and Associations (AFUCA)

Seoul

**Professor PIERRE KIPRÉ** (Côte d'Ivoire)

Former Minister of Education

Former Chairman of the National Commission of Côte d'Ivoire for UNESCO

Abidjan

**Professor NAZLI MOAWAD AHMED** (Egypt)

Member of Parliament

Director of the Center for Political Research and Studies

Faculty of Economics and Political Science

Cairo University

Giza

**Professor LUCY SMITH** (Norway)

Professor of Law

Institute of Private Law

University of Oslo

Oslo



Laureates  
of the UNESCO Prize for Peace Education  
(1981- 2001)

**1981**



**Ms Helena Kekkonen (Finland)**

As an organizer of training seminars for teachers, lecturer, convener of summer courses and producer of educational films and other teaching aids, Ms Helena Kekkonen (1926–) has devoted herself unceasingly to the task of fostering attitudes conducive to peace among educators and all those in positions of responsibility. Her personality, her educational activities and her extensive contribution to the development of peace education, at the national, regional and international levels, set an example to the whole international community.



**World Organization of the Scout Movement (WOSM)**

First established in 1920, WOSM is an international, non-governmental organization composed of national Scout organizations. This voluntary, educational, apolitical movement is open to all young people without distinction of origin, race or creed. Its important contribution to the education of young people, in a spirit of concord, aid, peace, friendship and fraternity beyond all boundaries, is recognized worldwide. Scouting is education for life and complements that of the family and the school.

**1982**



**Stockholm International Peace Research Institute (SIPRI) (Sweden)**

Founded in 1966, SIPRI is an independent foundation whose activities are mainly focused on the problems of disarmament and arms limitation. The Institute conducts scientific research on peace, security and international cooperation and undertakes studies with the aim of contributing to the establishment of a just and lasting peace. For many years, SIPRI has been drawing the world's attention, by means of a monumental series of rigorous and unequivocal studies and international peace research, to the tragic waste that humanity is making of its intellectual capacities and the world's natural resources, in its race towards self-destruction.



## 1983



### **Pax Christi International**

Founded in 1945, Pax Christi International, although of religious inspiration, is an organization whose activities in the field of peace education, especially among youth, cut across religious and ideological frontiers. The organization is energetically involved in the quest for peace, and its action has several complementary dimensions, such as disarmament, human rights, East-West rapprochement and North-South solidarity in the cause of development.

## 1984



### **International Physicians for the Prevention of Nuclear War (IPPNW)**

Established in 1980 by the vigorous action of a small group of American and Soviet doctors, IPPNW rapidly became a vast movement supported by doctors from all over the world. The basic purposes of its wide-ranging activities are to protect human life by using the moral and scientific influence of the medical profession to alert world opinion to the dangers of nuclear weapons, and to promote a spirit of cooperation and mutual understanding between peoples.

## 1985



### **General Indar Jit Rikhye (India)**

After many years in the service of the United Nations in charge of operations in zones of conflict, in 1969 General Indar Jit Rikhye (1920–) helped to found the International Peace Academy (IPA), a non-profit-making, non-governmental educational institute dedicated to promoting research on the maintenance of peace. From 1971 to 1990, as its Founding President, he worked on the preparation of models for the solution of various conflicts and of practical curricula which would be adopted by many teaching and professional institutes. He has also directed training programmes in conflict resolution in various institutions throughout the world and written a number of books about peace-keeping.



**Georg Eckert Institute for International Textbook Research (Germany)**

The Institute was founded in 1951 by the man whose name it bears. Mr Georg Eckert, a historian by training, was marked by his personal experience of the Second World War. He set himself the task of revising school textbooks, in order to eliminate from them all prejudices and stereotypes which they might contain. On the initiative of the Institute and often in cooperation with UNESCO, many international commissions of experts, historians, geographers, sociologists, etc., have been set up in order to exchange, compare and jointly revise teaching materials and make them more objective.

**1986**



**Mr Paulo Freire (Brazil)**

Distinguished educator, philosopher and historian, Mr Paulo Freire (1921–97) worked with unflagging determination and devotion to provide literacy training and education for the poorest populations. The originator of a famous method of literacy training known as “conscientization” or “education for liberation”, he not only promoted the broadest possible access to education, but worked to make illiterate men and women the active “subjects” of history, rather than passive “objects” owing to their inability to read and write. His exceptional capacity to understand the humblest of people and to make them aware that knowledge is power, as well as his rare teaching and human qualities, made him one of the most original educationalists of our time, whose ultimate purpose was to promote human rights and international understanding through education.

**1987**



**Ms Laurence Deonna (Switzerland)**

Ms Laurence Deonna (1937–) is a writer, reporter and photographer. She has worked, without any ideological or religious bias, to bring the peoples of the world closer together through dialogue and mutual understanding and to improve the status of women worldwide. Her work is a shining example of the contribution that information and communication can make to international understanding, by combining a passionate search for the truth with the constant concern to serve



justice and peace, to strengthen respect for the individual and to open up ever-wider channels of friendship and cooperation between nations, cultures and individuals everywhere.



### **Servicio Paz y Justicia en América Latina (SERPAJ-AL)**

SERPAJ-AL came into being in Central America in 1974 and gradually spread to the southern part of the continent and to the Andean region. Today the organization is present in Argentina, Bolivia, Brazil, Chile, Costa Rica, Ecuador, Mexico, Nicaragua, Panama, Paraguay and Uruguay. Its guiding principles draw their inspiration from the ecumenical Christian movement that emerged with the reality of the Latin American social context, the struggle for a more equitable and freer society and the strategy of non-violence. SERPAJ-AL runs peace education courses and educational and other activities to promote respect for human rights and the rights of peoples, together with training courses for grass-roots leaders.

**1988**



### **Brother Roger of Taizé (France)**

Brother Roger of Taizé (1915–) is an active peace-maker, a person of global vision who translated that vision into daily, local activity by living, teaching and practising reconciliation, the fundamental and basic value and skill of peace-making. In 1940, he founded the ecumenical international community of Taizé, a small village in central France. Since the darkest days of occupied France, Taizé has been an oasis. A symbol of reconciliation between French and German peoples during the Second World War, it is now synonymous of reconciliation among all Christians and, extending beyond the religious sphere, among all people. Bearing its message of hope, trust and universal sharing, this community has spread throughout the world.

**1989**



### **Mr Robert Muller (France)**

Mr Robert Muller (1923–), from Alsace-Lorraine, was profoundly marked by the sufferings of his region and by his own experiences during the Second World War. After the war he decided to devote his life to working for peace and to transcend



national divisions by a deeply humanistic philosophy similar to that of Albert Schweitzer and Robert Schuman. After forty years of devoted behind-the-scenes work at the United Nations, in 1986 he became Chancellor of the UN University of Peace, Costa Rica. He has inspired and given hope to innumerable people through his action and idealism and his work has set an example for the young in every nation. He has emerged as one of the great peace-makers of our time.



### **International Peace Research Association (IPRA)**

IPRA was founded in 1965 and since then it has worked ceaselessly to advance interdisciplinary research into the causes of war and other forms of violence and into the conditions conducive to peace, by promoting national and international studies and teaching related to the pursuit of worldwide peace, facilitating contacts between scholars throughout the world, and fostering the international dissemination of research findings and of information on significant developments in peace studies. One of IPRA's major accomplishments has been the creation of its Peace Education Commission, which has become the vehicle for significant dialogue on both East-West and North-South issues, focusing particularly on the relation between peace and economic development in the developing world.

## **1990**



### **Ms Rigoberta Menchú Tum (Guatemala)**

Ms Rigoberta Menchú Tum (1959–) was born into a poor Indian peasant family and raised in the Quiché branch of the Mayan culture in Guatemala. Since 1979, she has been actively involved in the work of the Committee for Peasant Unity (CUC) and in 1982 started her long-standing cooperation with the United Nations through her participation in the work of the Sub-Commission on Prevention of Discrimination and the Protection of Minorities, held in Geneva. Since then, through the Foundation that bears her name, she has been promoting peace, human rights and, in particular, minority rights. In 1992, she was awarded the Nobel Prize for Peace in recognition of her social justice and ethno-cultural reconciliation based on respect for the rights of indigenous peoples.



### **World Order Models Project (WOMP)**

The WOMP was set up in 1968, under the auspices of Mr Harry B. Hollins of the World Law Fund, to examine in detail the values that would underpin a peaceful world order. It is an association of scholars and politicians from various regions of the globe who are engaged in ongoing cross-cultural multidisciplinary research, education and action aimed at promoting a just world peace. The contributions of the Project to peace education stem from a dialogue that has been established between students, specialists and activists from Eastern and Western Europe, the Americas, Africa and Asia. Numerous works have been published which today are used as textbooks in universities and schools.

## **1991**



### **Ms Ruth Leger Sivard (United States of America)**

A sociologist as well as an economist, Ms Ruth Leger Sivard (1915–) has made a brilliant career as an analyst of economic and social issues. In her reports, she has clearly demonstrated the actual costs of seeking an illusory security through military power, rather than an authentic security through the power of healthy economies based on meeting human needs and respecting human rights. Her reports are irrefutable evidence of the absolute need for an alternative to the logic of war. They also demonstrate that, even with limited resources, the committed individual holds great power and potential and can achieve remarkable results and that information plays an essential role in the will to change the world.



### **Cours Sainte Marie de Hann (Senegal)**

The Cours Sainte Marie de Hann is a co-educational school providing general education that takes pupils from the pre-school stage to the final year of secondary studies. Founded in 1949/50, it is recognized by the national education systems of other countries. While rooted in Senegalese historical and sociological realities, and while forming part of the Dakar private Roman Catholic school system, its work is international in scope and its doors are open to children of all nationalities, cultures, religions and social backgrounds. Students are taught that peace is a way of living and of thinking, holistically and humanely, consisting of dialogue between cultures and international understanding.



## 1992



### **Mother Teresa of Calcutta (India)**

Born into an Albanian peasant family in Skopje in the former Yugoslav Republic of Macedonia, Agnes Gonxha Bojaxhiu (1910–97) went to Ireland in 1928 to enter the religious order of the Sisters of Loreto. Only six weeks later, she requested and obtained permission to sail to India as a teacher, to work with the poor in Calcutta. In 1948, she left the order to found the Society of the Missionaries of Charity. Mother Teresa of Calcutta, who was awarded the Nobel Prize for Peace in 1979, devoted her whole life to serving the “poorest of the poor”, to promoting a peace that is inseparable from the dignity of each individual, and to fighting injustice.

## 1993



### **Ms Madeleine de Vits (Belgium)**

With a university training in educational psychology, Ms Madeleine de Vits (1912–) has had an outstanding career working in many institutions. She has been a member of the Belgian National Commission for UNESCO as well as of many foundations and associations promoting education for peace, international understanding and human rights teaching. She played an active part, working on a voluntary basis, in the creation of the Associated Schools Project. Her numerous publications are focused on education for peace, international understanding and the defence of human rights and fundamental freedoms. Her untiring efforts dedicated to teaching earned her the title of “United Nations Messenger of Peace”, conferred in 1989.



### **The Graduate Institute of Peace Studies (GIP) (Republic of Korea)**

Established in 1984, inspired by the spirit of the United Nations and particularly by UNESCO’s Constitution, from the outset GIP’s priority was to educate and foster peace-oriented leaders for the twenty-first century. Its motto is “Friendship, exchange, mutual trust and cooperation, to promote peace, security and welfare through education”. Specialists from all parts of the world are trained in the fields of peace education, peace philosophy, the development of peace-oriented public, economic and social policies and international cooperation. The Institute has organized several international conferences and seminars and produced numerous publications on international peace and security, notably the *World Encyclopedia of Peace*, a work that is widely used by teachers, researchers and students in many countries.



## 1994



### **The Venerable Prayudh Payutto (Thailand)**

From the time he was ordained as a monk under exceptional royal patronage in 1961, the Venerable Prayudh Payutto (1939–) has dedicated himself to the dissemination of Buddhism, pointing out how individual members of society can develop peace and happiness intelligently. Although he is officially a Buddhist monk, his teachings do not belong exclusively to any race or creed. His essential and innovative idea is that peace is an intrinsic and purely human value emanating from the innermost being, radiating through group relationships and finally reflected in international relations between peoples and states. This conception emphasizes the prime importance of inner peace and the responsibility of each individual in considering peaceful solutions to all social, economic and moral problems. The Venerable Prayudh's work for peace consists in instilling, through his writings and lectures, a conscious awareness of peace and the true quality of life.

## 1995



### **Austrian Study Center for Peace and Conflict Resolution (ASPR) and European University Center for Peace Studies (EPU) (Austria)**

In 1982, an initiative was launched to make the small Austrian village of Schlaining the seat of an international centre for peace research and education. Today, Schlaining is recognized around the world as the base of two peace-building institutions: the ASPR, founded in 1983 as an independent, charitable association; and the EPU, founded in 1988 on the initiative of ASPR by several National Commissions for UNESCO and international non-governmental organizations. Through its university postgraduate programme, civil peace-keeping and peace-building programme, international research projects, publications, conferences and seminars, and its close cooperation with associations, institutions and universities worldwide, the Schlaining peace project represents the effective implementation of specific interdisciplinary education for peace in the widest sense.



## 1996



### **Ms Chiara Lubich (Italy)**

In 1943 Ms Chiara Lubich (1920–), a young schoolteacher during the horror of the war in Trento, Italy, began to rediscover the values contained in the Gospels and cherished a certain hope, unthinkable at that time but deeply rooted in her faith in God and in the worth of the human being. This hope has become reality through the creation of a vast organization, the Focolari Movement, which is an indisputably powerful generator of peace worldwide. Founder and President of the Movement, Ms Lubich has worked for over fifty years to contribute to peace and unity between individuals, generations and social classes as well as to a constructive dialogue and creative interchange between peoples of different backgrounds and religious faiths.

## 1997



### **Mr François Giraud (France)**

A retired doctor, Mr François Giraud (1927–) has worked for over twenty years to promote peace education for all and to bring together young people from different countries. In 1977, he created the Peace and Global Understanding Prize, an essay competition in several languages on subjects inspiring tolerance and cooperation. The texts are disseminated among participating countries and the winning contestants take part in summer exchange programmes. The International Universities for Peace – of which he is the initiator – bring together the laureates and other interested individuals in annual conferences, round tables and workshops focusing on universal values and human rights. Mr Giraud is also the author of several books and of numerous lectures, notably at Rotary Clubs, on peace education.

## 1998



### **Educators for Peace and Mutual Understanding (Ukraine)**

Set up in Kiev in 1990, Educators for Peace and Mutual Understanding is a non-governmental organization operating on a voluntary and completely independent basis, with no religious or political affiliation. It brings together educators and educational groups, clubs and centres of various kinds, as well as



public bodies. The aim is not only to devise and implement a new education for peace, by providing individuals with a basis for living in harmony with nature, other people and themselves, but also to enlarge the sphere of tolerance and mutual understanding through intensive local, regional, national and international cooperation. Its action takes many and varied forms: lectures, meetings and discussion groups of all kinds, the publication of theoretical works and teaching guides, creative workshops, behavioural games for young people and sessions at its university for the study and teaching of peace, which has already trained hundreds of peace educators.

*Honourable mentions:*

**Fridtjof Nansen Academy (Norway)**

The Fridtjof Nansen Academy bears the name of the famous Norwegian explorer and humanist who won the Nobel Prize for Peace in 1922. It was founded in 1938 in response to the rise of the totalitarian ideologies of Nazism and Fascism and has remained faithful to its main objective: the defence of human dignity and human rights through dialogue, as the best way of teaching peace and of resolving conflicts.

**World Court Project (New Zealand)**

The World Court Project (Aotearoa), which was formed in 1987, is an extensive movement whose members are active advocates of nuclear disarmament. Their network has been known as Abolition 2000 since 1997. Its aim is to implement the advice and recommendations of the World Court Project and to make the public, as well as political leaders at the national and international level, aware of the measures it puts forward.

**Ulpan Akiva Netanya (Israel)**

Founded in 1951, the International Hebrew Study Center, Ulpan Akiva Netanya, is unique of its kind. For decades it has contributed to language teaching – Hebrew at first, but also Arabic – not only for coexistence but also for mutual understanding through the in-depth exploration of the language, culture and traditions of other cultural groups.



## 1999



### **Association of the Mothers of the Plaza de Mayo (Argentina)**

This human rights and peace movement was launched in Buenos Aires in 1977 when a group of fourteen women gathered in the Plaza de Mayo, in front of the presidential palace, to demand information from the ruling military junta about their missing children. The police attempted to disperse the group and, as an act of civil disobedience, the mothers marched around the Plaza. Since then, this mothers' march has been repeated every Thursday. The Association is an ethical movement for non-violent action to promote peace, a peace based on respect for life and fundamental rights. Its commitment to education for peace is growing increasingly strong. Having opened a bookshop, a literary café and a cultural centre for meetings and exchanges, the mothers have decided to launch a People's University to teach "the value of life, words, principles and ethics" with a view to creating a more equitable and cooperative society capable of sustained vigilance.

### *Honourable mentions:*

#### **Ms Irène Drolet (Canada)**

A teacher, Ms Irène Drolet (1946–) has devoted herself since 1985 to education in citizenship. She has been carrying out an educational and ethical task of great importance: to make the school once again a place where students learn about democracy and living together. By teaching youngsters from the primary grades upwards about the values of tolerance, respect for human rights and non-violence, she introduces pupils to participatory democracy at a very early stage, aiming to turn them into responsible citizens, ready to understand and listen to others.

#### **Association for Peace Education of Tübingen (Germany)**

Established in 1976, the Association for Peace Education has worked to raise public awareness about issues of peace and conflict and to strengthen civic vigilance. The Association relies essentially on education to change attitudes and behaviour that have a direct impact on political decisions. It also promotes specific action for peace and civic responsibility, such as international campaigns against nuclear weapons, atomic testing, weapons sales and anti-personnel mines.



### **Congregation of the Daughters of Mary-Auxiliatrix in Angola**

Since its foundation in the nineteenth century, this international religious order has undertaken outstanding work in the field of education by actively fighting against the growing marginalization of young people, especially women, to preserve an essential right, the precondition of any peace – the right to education. To this end, the Congregation set up the Don Bosco Centre, a school for dialogue and cooperation, paying special attention to young girls, the future women who will be the main providers of education in the family.

**2000**



#### **Mr Toh Swee-Hin (Australia)**

Professor, researcher and advocate in the fields of international, intercultural peace education, global education, human rights and sociology, Mr Toh (1948–) has helped to pioneer and promote peace education in many countries, including Jamaica, Japan, South Africa, Uganda and the United States of America. In particular, on the island of Mindanao in the Philippines, a site of long-standing armed, social and cultural conflict, he introduced the community to a holistic peace education framework, integrating issues of militarization, structural violence, human rights, cultural solidarity, environmental care, personal peace, and pedagogical principles of holism, dialogue and consciousness. As Director of the Centre for International Education and Development (Alberta, Canada) from 1994 to 1999, he was able to integrate peace education into several bilateral projects on educational development in Africa, Asia and the Caribbean. He has also produced numerous publications on peace education and related fields.

#### *Honourable mentions:*

#### **Mr Pierre Weil (France)**

A psychologist, writer and educator, Mr Pierre Weil (1924–) created the City of Peace Foundation in 1987 in Brasilia, which in turn established the International Holistic University, UNIPAZ, inaugurated in 1988. As Rector of the University, he promoted a new transdisciplinary approach to education for peace, combining methods from East and West, an approach that has become an international tool in the service of peace. Through UNIPAZ, Mr Weil's action is being carried out at three levels: awareness-building, training and post-training for education for peace.



### **Ms Christiana Ayoka Mary Thorpe (Sierra Leone)**

Ms Christiana Thorpe (1949–) started her career as a teacher, to become successively a principal and a religious leader and counsellor. In all these activities, her aim has been to spread literacy among women and to promote awareness of their self-worth and dignity as well as of their civic and moral rights and responsibilities. As Under-Secretary and Secretary of State for Education, she introduced radical reforms in the education system of her country. After becoming a member of the Forum for African Women Educationalists (FAWE), Kenya, in 1994, she launched, in 1995, the FAWE Sierra Leone Chapter of which she is the Chairperson.

### **Middle East Children Association (MECA)**

MECA is a non-profit organization jointly established in 1996 by Israeli and Palestinian educators as a response to the need to make the peace process a stable reality for both peoples. The Association focuses on the education systems of the two communities and works with their leaders, teachers and students, providing them with a time and a place to explore tolerance, difference, pluralism, human rights, democracy and mutual respect. By conceiving new educational projects in which Israelis and Palestinians interact, MECA aims to consolidate the role of educators of the region as promoters of a culture of peace and tolerance.

## **2001**



### **Bishop Nelson Onono-Onweng (Uganda)**

A primary-school teacher for many years, Mr Nelson Onono-Onweng (1945–) was ordained minister in 1976. School inspector and director of the Lweza Training and Conference Centre, he became Bishop of the Northern Uganda Diocese in 1988. He has been the originator of numerous peace and conflict resolution initiatives: a poverty alleviation credit scheme; Jamii Ya Kapatakanisha (JYAK) (“fellowship of reconciliation” in Swahili), a non-governmental peace organization; the Gulu Vocational Community Centre, a technical school for orphans of war; the Acholi Religious Leaders’ Peace Initiatives (ARLPI), an interfaith forum for peace and dialogue, etc. As a peace trainer, he has travelled all over the world attending seminars and giving lectures on peace. He received the Uganda Peace Award 2000 in recognition of his efforts for peace in Uganda.



### **The Jewish-Arab Center for Peace at Givat Haviva (Israel)**

Established in 1963, The Jewish-Arab Center for Peace is Israel's oldest and largest peace-education institution, which, despite wars and upheavals, has never spared any effort towards peace and co-existence. Its main aims are fostering closer relations between Jews and Arabs in Israel, educating for mutual understanding and promoting partnership and permanent dialogue between the two communities regardless of race, religion or gender. Through education and research projects in schools and informal education bodies, conferences and workshops in Israel and abroad, a peace library, an information centre and numerous publications (e.g. *Crossing Border*, an English-language Israeli-Jordanian-Palestinian youth magazine) the centre makes an important contribution to the cause of peace on a daily basis.

#### *Honourable mention:*

### **Ms Betty A. Reardon (United States of America)**

Ms Betty Reardon (1929–), teacher and peace educator, has pioneered and provided visionary leadership, theoretically and practically, to initiatives that have influenced the development and promotion of peace and peace education. Among these is the International Institute on Peace Education (IIPE), of which she has been the director since 1982, and which enables educators worldwide to meet, interact and improve their knowledge, skills and values, and the Global Campaign for Peace Education (GCPE), a campaign of The Hague Appeal for Peace, which has produced *Learning to Abolish War*, a teaching resource for training activities. Author of innumerable books, articles and lectures on peace education, human rights, global problems and women's issues, Ms Reardon's widely recognized exceptional contribution to the cause of peace and to peace education is even more admirable as it has always been voluntary.

***L'Olivier (The Olive Tree)***

1981, bronze, 25 x 11.5 x 9 cm

This statuette, a stylized form of which appears throughout this brochure, was designed by the Spanish sculptor Apelles Fenosa (1899–1988) to be presented to each laureate of the UNESCO Prize for Peace Education

